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AUTHOR Bolden, Samuel H.
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ABSTRACT

Post-tenure faculty evaluation policies in all public four-year colleges and universities in Alabama were studied. A total of 420 tenured and nontenured full-time faculty and tenured and nontenured administrators were administered questionnaires. A total of 68.8 percent of administrator respondents revealed that they had written policies to evaluate their tenured faculty. Over 84 percent of respondents felt that there should be periodic post-tenure reviews, and 74.9 percent felt that administrators and tenured colleagues together should evaluate tenured faculty. While both administrators and faculty supported post-tenure evaluations, there was much stronger support by administrators. Ninety-one percent of respondents felt that evaluation of tenured faculty should be related to faculty development, and classroom teaching was the preferred criteria to include in any post-tenure evaluation policy. For M.A. and M.S. granting institutions, the evaluation criteria of classroom teaching, cooperation, and availability to students were strongly favored. For Ph.D. and Ed.D. granting institutions, the evaluation criteria of supervision of graduate study, research, and publication were strongly favored. Information on responses to 17 evaluation criteria derived from the literature and on 153 additional criteria suggested by respondents is presented. A review of institution-wide faculty handbooks from 12 institutions suggests that systematic, campus-wide policies or criteria to evaluate tenured faculty do not exist for four-year public institutions in Alabama. A literature review and a bibliography are included. (SW)

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# THE POLICIES FOR THE EVALUATION OF TENURED FACULTY IN ALABAMA'S PUBLIC COLLEGES

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Samuel H. Bolden
Staff Associate
Alabama Commission on Higher Education
Montgomery, Alabama

at the

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The George Washington University / One Dupont Circle, Suite 630 / Washington, D.C. 20036
(202) 296-2597

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## NATURE OF THE STUDY

### Introduction

The process of faculty evaluation at four-year institutions of higher education in the state of Alabama affects hundreds of faculty whose careers are affected in significant ways. These evaluations often result in decisions regarding salary increments, promotions and tenure.

It has been estimated that from 1968 to 1977 the percentage of full-time instructional faculty with tenure increased from 47% to 56% in the United States (Furniss, 1978). The Chronicle of Higher Education (May 14, 1979) stated that 64.3% of all ranks (men and women) were tenured for 1978-79. According to the Southern Regional Education Board (SREB), (September, 1975), 85% of university full-time professors will be tenured in 10 years. In Alabama for the year 1977-78, 55.5% of professors in public institutions were tenured (The Chronicle of Higher Education, May 8, 1978).

Furniss (1978) has suggested several benefits that could result from evaluating the tenured as well as the nontenured. He offered these illustrations: (1) post-tenure evaluation would say to outside agencies and governing boards that higher education is responsible, it can help itself through increased efficiency and, as a profession, it has the expertise to be self-regulating; (2) evaluations will identify whether or not

the quality of a given faculty is "top-notch" or weak in some areas, and will provide a prescription for improvement; (3) the establishment of an evaluative program for the tenured would help institutions to plan ahead for professional development; and (4) post-tenure evaluations can monitor and direct the performance of the tenured who may be "locked-in" in their positions until retirement.

There are other views that tenure and post-tenure evaluations are not necessarily comprised of constructive features. For example, Perry (1977) described that "tenure is linked to quality and this necessitates evaluation. But the evaluation of teacher performance is careless to the point of being desultory if not nonexistent" (p. 185). Linney (1979) also pointed out that the American Association of University Professors (AAUP) remains a staunch advocate and defender of existing tenure systems, opposing many of the alternatives to current views on tenure. According to Hanna (1978), there is no great intrinsic evil in continuation of the tenure system as it is presently constituted. Allshouse (1974) contended that several of our distinguished universities have been operating under stringent tenure policies for years. He suggests that no social system, including tenure, can be expected to meet the diverse needs and problems presented throughout over 2,000 institutions of higher education.

## Purpose

The purpose of this study was to determine: (1) the current status and procedures for post-tenure evaluation policies in all four-year institutions of higher education in Alabama; (2) the criteria used for post-tenure evaluation; (3) the attitudes and opinions of faculty and administrators toward post-tenure evaluation; (4) who is responsible for assessing the performances of tenured faculty; (5) the existence and scope of written policies for post-tenure evaluation; (6) if post-tenure evaluations were used to make personnel decisions such as employment status, promotion, or salary increments; and (7) if post-tenure evaluations were used to evaluate teaching performance or to promote faculty development.

## Research Questions

The following research questions were used in this study:

1. What policies and procedures existed for the evaluation of tenured faculty in all four-year public institutions of higher education in Alabama?
2. Who was responsible for assessing the performances of tenured faculty?
3. To what extent did tenured faculty, non-tenured faculty and administrators differ in their attitudes and opinions about post-tenure evaluations?
4. To what extent were post-tenure evaluation criteria desired by institutions with a low percentage of tenured faculty as compared to those with a high percentage?
5. How would the respondents rate the researcher's criteria that were extracted from the literature for post-tenure evaluation?

6. What differences existed between the respondents according to the demographic variables as follows:

    a. Tenured versus nontenured

    b. Administrators versus faculty

    c. Category I Institutions (doctoral degree granting universities) versus Category II Institutions (masters' degree granting universities)

7. What additional criteria (beyond those given) did the respondents suggest for evaluating tenured faculty?

## Definitions of Terms

The definitions of terms that were used in this study are as follows:

Tenure. "After the expiration of probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies" (AUUP, March, 1979, p. 27).

Post-Tenure Evaluation. Predetermined periodic assessment of faculty members' performances after they acquire tenure.

Faculty Member. A regular full-time (as determined by a given institution) faculty member who teaches on either the undergraduate or graduate level and/or engages in research.

Administrator. Administrator referred to academic deans and department or division heads.

# REVIEW OF LITERATURE

## Relevant Research and Literature

There were some reasons to believe that tenured faculty members should be subjected to periodic post-tenure evaluation (Centra, 1977; Clark, 1974; Godwin, 1977, 1978; Nisbet, 1973; O'Toole, 1978; SREB, 1975). Keast and Macy (1973) indicated the necessity for a continuing evaluation of faculty performance after tenure has been granted and they recommended that each institution should develop methods of evaluating the teaching effectiveness of both its tenured and its nontenured faculty.

Nisbet (1973) made some suggestions about the need to evaluate tenured faculty. He contended that a significant number of tenured have some signs of deterioration, incompetence, gross neglect of duty and willful flouting of academic authority. Nisbet went on to point out that it was possible to receive life tenure in an institution while one was in his twenties though it was common to receive it in one's thirties. Van Alstyne (1976) pointed out that accountability for each person whether on tenure or not was critically needed because, in his view, too many assumptions are made that tenured faculty persons were functioning at a specified competency level.

Lavaroni and Savant (1977) described a system of post-tenure evaluation that existed at Dominican College in San Rafael, California. This system utilized scheduled reviews preceding appointments, reappointments or promotions, to be effective for varying

periods of time depending upon the rank in question and the nature of the review. No one received an appointment for life or until the age of retirement.

Edwards (1974) offered a proposal for the evaluation of teaching and said that everyone, including tenured full professors, should be evaluated every year. Edwards felt that there may be some resistance to yearly evaluations for those already on tenure, but he also felt that assumptions should not be made that senior members would not welcome regular criticism of their teaching. Edwards hoped that higher education would develop post-tenure evaluation methods and would use them to quiet the critics of tenure and the tenured. Miller (1972) suggested that some type of systematic review procedure for senior faculty members (perhaps every other year) was highly desirable. Miller's 1974 book described the need for faculty evaluation in assisting colleagues in discerning which individuals were performing at acceptable levels.

According to Clark's (1974) advice and illustrations, it is imperative for institutions of higher education to develop periodic post-tenure review procedures. Clark left open the question of "how to evaluate those on tenure" but as he saw it, post-tenure evaluation should be to aid a once able professor to regain his strength and competence if evaluation uncovered a deficiency. His stand on this issue clearly pointed to a need for post-tenure review. Clark stated, "the professor's work is never done. He

needs time, periodically, to replenish his store of knowledge, to rethink, reconstruct, and improve a course of instruction. The post-tenure review may be a means of forcing this great need on the attention of the trustees" (p. 38).

Blackburn (1972) raised questions concerning a man's vocation in higher education over a span of 40 years and how that performance will be judged. Blackburn went on to say that if evaluation is lacking for such a long period of time, attacks on tenure in particular and on higher education in general are apt to increase.

Keast and Macy (1973) recommended that institutions develop methods of evaluating and teaching effectiveness of both its non-tenured and its tenured faculty and procedures for reflecting evaluations in pertinent personnel situations.

In summary, the literature indicated that there were a variety of opinions about post-tenure evaluation but, in practice, the review of the literature revealed that post-tenure assessment was the exception rather than the rule. There appeared to be no systematic method of evaluation of the tenured nor were there any agreed upon criteria, as suggested by the literature, for such an evaluation.

## MATERIALS AND METHODS

### Description of Sample

The sample for this study consisted of tenured and nontenured full-time faculty and tenured and nontenured administrators in all

(N=14) four-year public institutions of higher education in Alabama. Faculty and administrative participants were from either of two institutional categories as identified by the (Alabama Commission on Higher Education, 1975):

Category I: consisted of five institutions whose highest degree awarded was the PhD, EdD, or other professional doctorate.

Category II: consisted of nine institutions whose highest degree awarded was either the Education Specialist (EdS) or the Masters' (MA). This category was classified as "masters' universities" by the Alabama Commission on Higher Education because the MA was the highest degree awarded by seven institutions.

Characteristics of the sample included: category I and category II institutions; rural; urban; white; black; professional schools and large and small institutions as reflected by student enrollments ranging from 1,323 to 18,115 and faculty from 36 to 1,032 (Higher Education General Information Survey, 1978). Respondents in the study included 340 faculty and 80 administrators.

## Procedures

1. A post-tenure evaluation questionnaire for administrators only was mailed to the deans of Schools and Arts and Sciences, Business, Education, Engineering and Home Economics. Questionnaires for administrators were also mailed to department chairpersons in Administration and Supervision, Art, Chemistry, Elementary Education, Family and Child Development, Marketing, Mechanical Engineering and Sociology.

2. A post-tenure evaluation questionnaire for faculty only was mailed to faculties in the same departments as previously indicated for department chairpersons.

3. Faculty handbooks were collected from 12 of the 14 sample institutions.

## Instrumentation

For this study, the investigator developed two three-part post-tenure evaluation questionnaires which were mailed to full-time faculty and administrators in eight different university departments at the 14 sample institutions.

In deciding on the criteria for Part III-A the researcher extracted those items that appeared most frequently in the literature that was reviewed for this study (see Table 1 frequency of occurrence of criteria). The criteria from Table 1 were used because this researcher's review of the literature did not uncover criteria specifically designed for post-tenure evaluation.

## Field Test

The post-tenure evaluation questionnaires were field-tested by the researcher in January, 1979 at two four-year institutions (one public, one private) in the Montgomery, Alabama metropolitan area. The field test respondents included administrators and faculty who made comments relative to the research instrument.

# Table 1

FREQUENCY OF OCCURRENCE OF CRITERIA IN THE LITERATURE THAT WAS EXTRACTED BY THE RESEARCHER FOR PART III-A OF THE QUESTIONNAIRE

| CRITERIA | REFERENCES | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Clark, Robert D. | Dressel, Paul L. | Dyckman, Vernilye W. | Gaff, Jerry G. and Wilson, Robert C. | Geneva, William J., et.al. | Harvey, Thomas R. | Keast, William R. and Macy, Jr., John W. | Miller, Richard I. (1974) | Miller, Richard I. (1972) | Seldin, Peter | Southern Region Education Board | Thorne, Gaylord L. and Scott, Craig S. | Weinrich, John E. | Wilson, Robert | Percent of Occurrence of Criteria (N=14) |
| Classroom Teaching | X | X | X | X | X | X | X | X | X | X | X | X | X | X | 100% |
| Support of Department Policy | | | | X | | | | | | | | X | | | 14% |
| Supervision of Graduate Study | | X | | X | X | | | | X | X | | X | | | 43% |
| Research | X | X | X | X | X | X | X | X | X | X | X | X | X | X | 100% |
| Publication | X | X | X | X | X | X | X | X | X | X | X | X | X | X | 100% |
| Service to Community | X | X | X | | X | X | X | X | | X | X | X | X | X | 86% |
| Service on Department Committees | X | X | X | | | X | X | | X | | X | X | X | | 64% |
| Service on Institution Committees | X | X | X | | X | X | X | X | X | X | X | X | X | X | 93% |
| Cooperation | | | | | | | X | X | X | | | | | | 21% |
| General Service | | X | X | X | X | X | | X | X | X | X | X | X | | 79% |
| Membership in Professional Organizations | | | | X | | | | | X | | | X | X | X | 86% |
| Elected Office in Organizations | | | | X | | | | | X | | | X | X | X | 86% |
| Availability to Students | | | | X | X | | | | X | X | | X | X | X | 50% |
| Student Rating | | X | | X | | X | | X | X | X | X | X | X | | 64% |
| Academic Advising | | | | | X | | | | X | X | | X | | X | 36% |
| Length of Service in Rank | | | | | | | | | X | | | X | | X | 21% |
| Personal Attributes | | | | X | X | | X | X | X | X | X | X | | | 57% |

## ANALYSIS OF DATA

### Percentage of Returns of Questionnaires

Table 2 shows the total number of questionnaires mailed, the total returned and the percent returned. A total of 55.1% (420 of 761) of the questionnaires were returned by all respondents.

### Analysis of Questionnaire

Table 3 shows the percentages of administrators who had specific purposes to evaluate tenured faculty.

In the study, the term "similar" was used to refer to responses with figures that ranged between 0.0% and 15.0%. "Dissimilar" was used to refer to responses with figures that ranged between 15.0% and 100.0%.

Figure 1 presents percentages of agree responses about attitudes and opinions about post-tenure evaluation. All responses by tenured and nontenured administrators were similar.

Figure 2 shows percentages of highly desirable responses by tenured and nontenured administrators to researcher's criteria (extracted from literature) to evaluate tenured faculty. In Figure 2, only two criteria had dissimilar responses, "publication" and "academic advising."

Figure 3 shows percentages of agree responses by tenured and nontenured faculty to statements about attitudes and opinions about post-tenure evaluations. All of the statements in Figure 3 had similar percentages of response.

Table 2

PERCENTAGE OF RETURNS OF QUESTIONNAIRES

| | Category I (Doctoral Universities) | | | Category II (Masters' Universities) | | | Combined Totals | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total mailed | Total returned | Percent returned | Total mailed | Total returned | Percent returned | Total mailed | Total returned | Percent returned |
| Administrators | 60 | 39 | 65.0 | 68 | 41 | 60.29 | 128 | 80 | 62.50 |
| Faculty | 404 | 210 | 51.98 | 229 | 130 | 56.76 | 633 | 340* | 53.71 |
| Grand Totals | 464 | 249 | 53.66 | 297 | 171 | 57.57 | 761 | 420 | 55.19 |

*80 faculty respondents did not respond to specific questionnaire items and, where applicable, missing items were not tabulated.

Table 3

PERCENTAGES OF ADMINISTRATORS* INDICATING A SPECIFIED PURPOSE OF WRITTEN POLICIES TO EVALUATE TENURED FACULTY

(N=80)

| Purposes | Category I (Doctoral Universities) | Category II (Masters' Universities) | Combined |
|---|---|---|---|
| Merit Increases | 90.0 | 73.7 | 51.2 |
| Evaluating Teaching Performance | 92.9 | 100.0 | 57.5 |
| Contract Renewal | 47.6 | 50.0 | 23.7 |
| Promotion in Rank | 96.8 | 89.5 | 60.0 |
| Salary Increases | 89.7 | 77.8 | 50.0 |
| Faculty Development | 85.2 | 47.4 | 41.2 |
| Dismissal Decisions | 78.9 | 64.3 | 31.3 |

*Administrators comprised of: Academic Deans, 43.8%; Department Heads, 52.5%; Others, 3.7%.

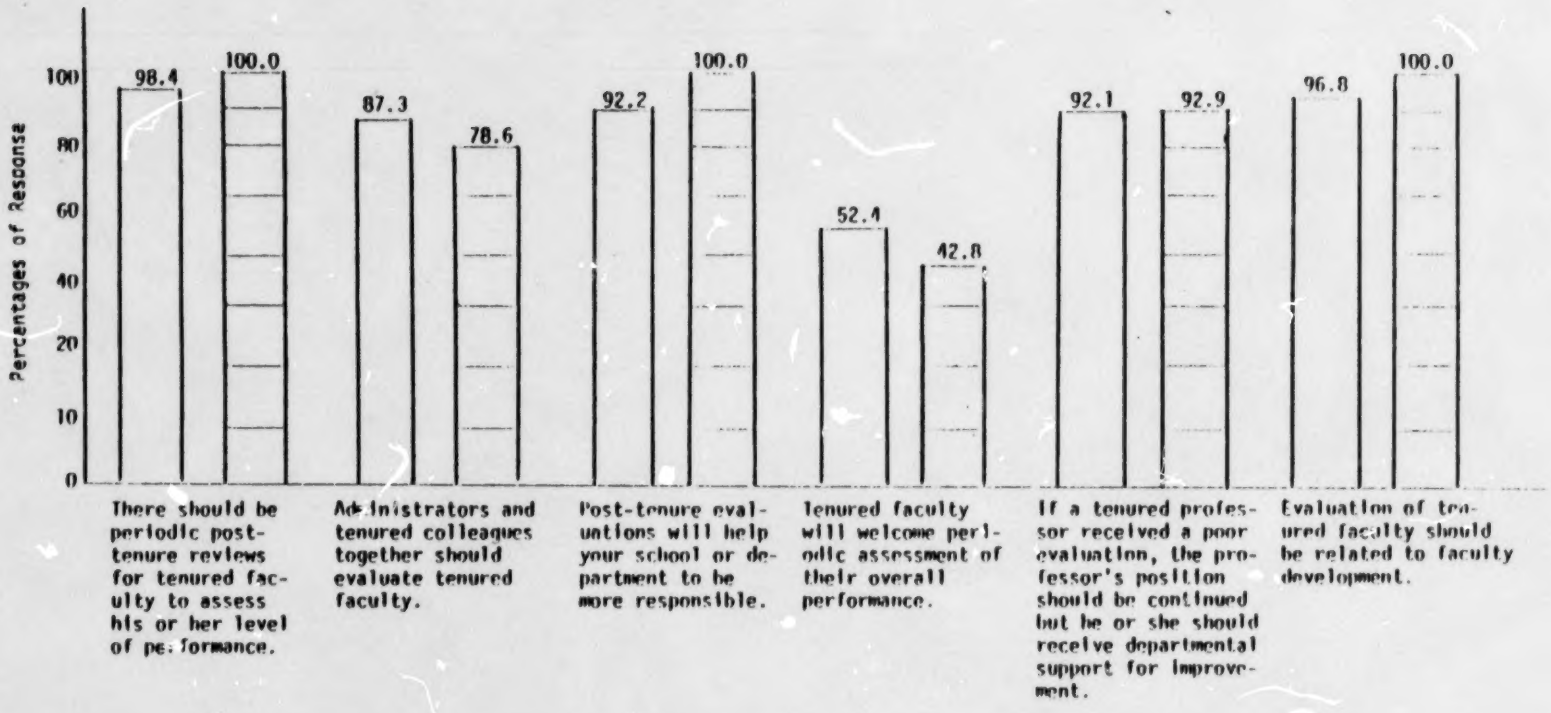
Percentages of Response
100
80
60
40
20
10
0
98.4
100.0
87.3
78.6
92.2
100.0
52.4
42.8
92.1
92.9
96.8
100.0
There should be periodic post-tenure reviews for tenured faculty to assess his or her level of performance.
Administrators and tenured colleagues together should evaluate tenured faculty.
Post-tenure evaluations will help your school or department to be more responsible.
Tenured faculty will welcome periodic assessment of their overall performance.
If a tenured professor received a poor evaluation, the professor's position should be continued but he or she should receive departmental support for improvement.
Evaluation of tenured faculty should be related to faculty development.

Figure 1 Percentages of agree responses by tenured and nontenured administrators to statements about attitudes and opinions about post-tenure evaluations

Tenured administrators (N=64)  Nontenured administrators (N=14)

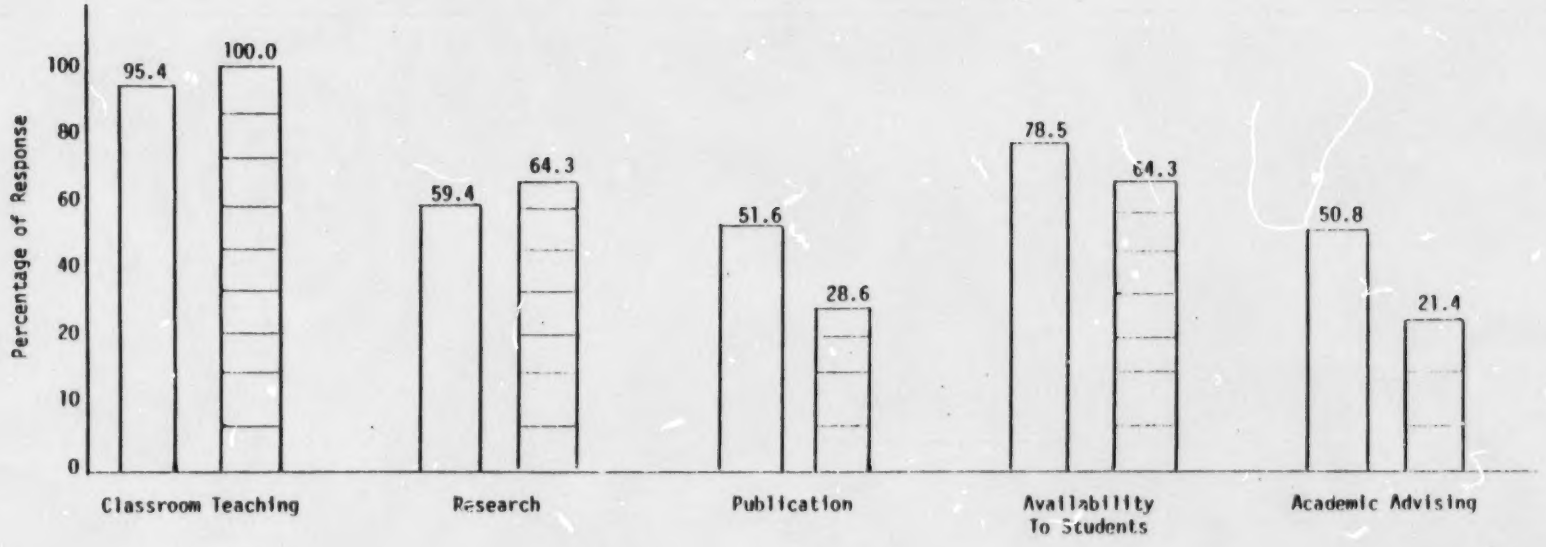


Figure 2 Percentages of highly desirable responses by tenured and nontenured administrators to researcher's criteria (extracted from literature) to evaluate tenured faculty

Tenured administrators (N=64)

Nontenured administrators (N=14)

In Figure 4, percentages of highly desirable responses by tenured and nontenured faculty to researcher's criteria (extracted from literature) to evaluate tenured faculty are reported. Responses to three criteria, supervision of graduate study, research, and publication were dissimilar.

Table 4 reports percentages of response by all respondents to statements about attitudes and opinions about post-tenure evaluations. In Table 4, only three questionnaire statements had "strongly agree" or "strongly disagree" responses that exceeded 50.0%. A total of 54.1% of all respondents "strongly agreed" with the statement, "there should be periodic post-tenure reviews for tenured faculty to assess his or her level of performance." Over 69.0% of all respondents "strongly disagreed" with the statement, "only administrators should evaluate tenured faculty" whereas 55.1% of all respondents "strongly agreed" with the statement, "evaluation of tenured faculty should be related to faculty development."

Table 5 reports percentages of response by all respondents to researcher's criteria (extracted from literature) to evaluate tenured faculty. A total 90.2% of all respondents felt that "classroom teaching" was "highly desirable."

Four criteria had responses of 60.0% or more: (1) "support of department policy" had a "desirable" response of 60.1%; (2) "service on department committees" had a "desirable" response of 66.2%; (3) "service on institution committees" had a "desirable" response of 67.7%; and (4) "availability to students" had a "highly desirable" response of 67.1%.

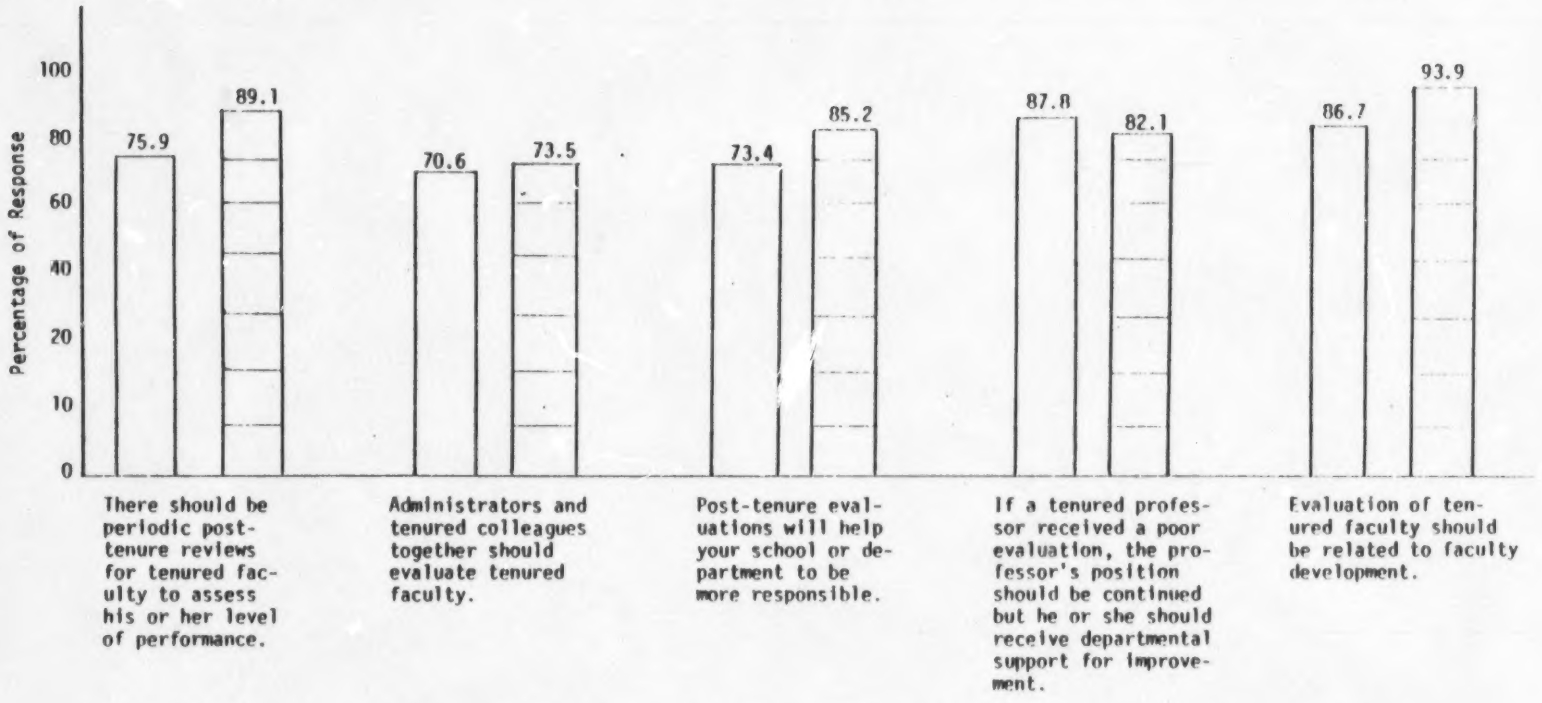
Percentage of Response
100
80
60
40
20
10
0
75.9
89.1
70.6
73.5
73.4
85.2
87.8
82.1
86.7
93.9
There should be periodic post-tenure reviews for tenured faculty to assess his or her level of performance.
Administrators and tenured colleagues together should evaluate tenured faculty.
Post-tenure evaluations will help your school or department to be more responsible.
If a tenured professor received a poor evaluation, the professor's position should be continued but he or she should receive departmental support for improvement.
Evaluation of tenured faculty should be related to faculty development.

Figure 3 Percentages of agree responses by tenured and nontenured faculty to statements about attitudes and opinions about post-tenure evaluations

Tenured faculty (N=175)  Nontenured faculty (N=85)

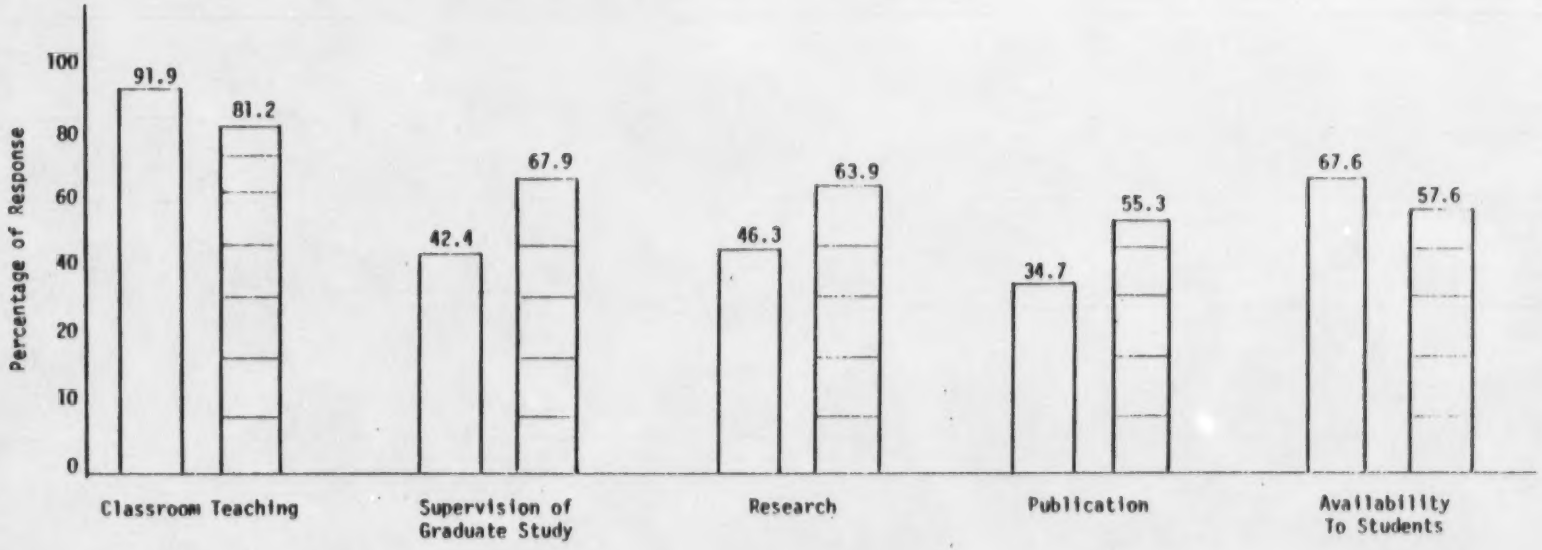


Figure 4 Percentages of highly desirable responses by tenured and nontenured faculty to researcher's criteria (extracted from literature) to evaluate tenured faculty

Tenured faculty (N=175)

Nontenured faculty (N=85)

## Table 4

OVERALL PERCENTAGES OF RESPONSE BY ALL RESPONDENTS IN STATEMENTS ABOUT ATTITUDES AND OPINIONS ABOUT POST-TENURE EVALUATIONS

(N=340)

| QUESTIONNAIRE STATEMENTS | Strongly Disagree 1 | 2 | 3 | Strongly Agree 4 |
|---|---|---|---|---|
| There should be periodic post-tenure reviews for tenured faculty to assess his or her level of performance. | 8.5 | 6.9 | 30.5 | 54.1 |
| Only Administrators should evaluate tenured faculty. | 69.3 | 16.9 | 8.1 | 5.7 |
| Only Tenured colleagues should evaluate tenured faculty. | 36.4 | 26.1 | 20.6 | 17.0 |
| Administrators and tenured colleagues together should evaluate tenured faculty. | 12.7 | 12.4 | 37.6 | 37.3 |
| Post-tenure evaluations will help your school or department to be more responsible. | 8.7 | 10.2 | 40.1 | 41.0 |
| Tenured faculty will welcome periodic assessment of their overall performance. | 26.0 | 32.5 | 34.1 | 7.4 |
| A person who has received tenure will perform at a specified competency level until retirement. | 35.5 | 34.0 | 23.3 | 7.2 |
| If a tenured professor received a poor evaluation, the professor's position should be continued but he or she should receive departmental support for improvement. | 4.3 | 8.3 | 46.2 | 41.2 |
| Evaluation of tenured faculty should be related to faculty development. | 3.4 | 5.6 | 35.9 | 55.1 |

One hundred fifty-three "additional criteria" were suggested by administrators and faculty, 127 (83.0%) were rated "highly desirable" and 26 (17.0%) were rated "desirable." Table 6 reports additional criteria to evaluate tenured faculty that were common to each group of respondents (tenured faculty, nontenured faculty and administrators). Table 7 reports additional criteria to evaluate tenured faculty that were listed by tenured faculty. Table 8 reports additional criteria to evaluate tenured faculty that were listed by nontenured faculty. Table 9 reports additional criteria to evaluate tenured faculty that were listed by administrators.

## Conclusions

On the basis of the findings of this study the following conclusions seemed justified:

(1) A review of institution-wide faculty handbooks from twelve institutions suggests that systematic, campus-wide policies or criteria to evaluate tenured faculty do not exist for four-year public institutions in Alabama.

(2) A total of 68.8% of administrator respondents revealed that they had written policies to evaluate their tenured faculty. This would seem to suggest that post-tenure evaluation policies are being utilized on a departmental rather than an institutional basis. Supportive documentation however, was not obtained through this study.

## Table 5

OVERALL PERCENTAGES OF RESPONSE BY ALL RESPONDENTS TO RESEARCHER'S CRITERIA (EXTRACTED FROM LITERATURE) TO EVALUATE TENURED FACULTY

(N=340)

| CRITERIA | Highly Desirable | Desirable | Not Appropriate |
|---|---|---|---|
| Classroom Teaching | 90.2 | 9.5 | 0.3 |
| Support of Department Policy | 24.8 | 60.1 | 15.1 |
| Supervision of Graduate Study | 47.0 | 37.8 | 15.2 |
| Research | 53.9 | 41.1 | 5.1 |
| Publication | 42.9 | 49.7 | 7.4 |
| Service to Community | 25.6 | 53.3 | 21.1 |
| Service on Department Committees | 28.2 | 66.2 | 5.6 |
| Service on Institution Committees | 24.6 | 67.7 | 7.8 |
| Cooperation | 43.5 | 45.6 | 10.9 |
| General Service | 30.9 | 55.3 | 13.8 |
| Membership in Professional Organizations | 25.7 | 59.4 | 14.9 |
| Elected Office in Organizations | 14.5 | 56.0 | 29.5 |
| Availability to Students | 67.1 | 31.2 | 1.8 |
| Student Rating | 31.8 | 55.9 | 12.3 |
| Academic Advising | 40.4 | 51.5 | 8.1 |
| Length of Service in Rank | 13.3 | 46.4 | 40.3 |
| Personal Attributes | 26.5 | 50.3 | 23.2 |

Table 6

ADDITIONAL CRITERIA TO EVALUATE TENURED FACULTY THAT WERE LISTED AND WERE COMMON TO EACH GROUP OF RESPONDENTS

| |
|---|
| Total work load |
| Grant support for research |
| Keeping up with developments in one's field |
| Consulting activities related to professor's field |
| Advising student organizations |
| Integrity |
| Effective oral communication |
| Innovation in teaching |
| Scholarly papers presented |
| Practical experience related to subject matter |
| Continuance of professional study on a formal basis |
| Knowledge of subject matter |
| Development of new programs |
| National or regional recognition |
| Social compatibility |
| Demeanor |
| Ability to relate to students |
| Ability to create learning situations |
| Sense of humor |
| Professional ethics |

Table 7

ADDITIONAL CRITERIA TO EVALUATE TENURED FACULTY THAT WERE LISTED BY TENURED FACULTY

| Tenured Faculty (Doctoral Institutions) |
|---|
| Attitude toward colleageus (7) |
| Quality of publications (7) |
| Extension activities (5) |
| Activity to improve department's standing and program (4) |
| Commitment to democratic procedures in department and university (3) |
| Commitment to excellence as measured by objective, nationally recognized criteria (2) |
| Regional or national service that is evaluated by a more cosmopolitan procedure (2) |
| Development of laboratories (1) |
| Professional experience in one's field (1) |
| Technical competency (1) |
| **Tenured Faculty (Masters' Institutions)** |
| Attendance at school-sponsored functions (6) |
| Encouragement and motivation to junior faculty (5) |
| Common sense (5) |
| Flexibility (3) |
| Creative performance on professional level in the arts (3) |
| Dependability (3) |
| Friendliness and approachability (2) |
| Avoidance of imposing personal values and beliefs on students (2) |
| Demonstrate ability to impartially deal with students (1) |
| Empathetic, rather than sympathetic quality (1) |

Table 8

ADDITIONAL CRITERIA TO EVALUATE TENURED FACULTY THAT WERE LISTED BY NONTENURED FACULTY

| Nontenured Faculty (Doctoral Institutions) |
|---|
| Avocational creative contributions (6) |
| Dedication to scholarship (4) |
| Specific objectives for the individual faculty member (4) |
| Supervision of student teachers (2) |
| Peer review (2) |
| Student recruitment (2) |
| Supervision of undergraduate research (2) |
| Level of performance and achievement (1) |
| Creative approach to curriculum design and instruction (1) |
| Membership on policy boards (1) |
| **Nontenured Faculty (Masters' Institutions)** |
| Commitment to goals of university (3) |
| Appropriate use of sabbatical leave for study, research or writing (3) |
| Recruiting new faculty (3) |
| Public relations with high schools (2) |
| Participation in career education (2) |
| Amount of time involved with university versus non-academic activities such as consulting (1) |
| Forbearance (1) |
| The degree to which one is pacesetter for a department (1) |
| Professional leadership (1) |
| Ability to set standards for excellence in teaching, research and ethics (1) |

Table 9

ADDITIONAL CRITERIA TO EVALUATE TENURED FACULTY THAT WERE LISTED BY ADMINISTRATORS

| |
|---|
| Honors in area of expertise |
| Administrative duties |
| Humanism |
| On-going production of creative art |
| Post-doctoral studies |
| Health and vitality |
| Personal appearance (grooming) |
| Interest in students |
| Compatibility with purposes of institution |
| Service to other educational agencies |
| Ability to understand strengths and weaknesses and improve on weaknesses |
| Follow-up service to graduates |
| Instructional planning |
| Leadership in one's department |
| Command of current thought and developments in practice in field of responsibility |
| Individual portfolio to substantiate one's worth to an institution or program |
| Responsibility |
| Chaired sessions at professional meetings |
| Program development and on-going program support |
| Performing and visual arts |

(3) Over 84.0% of the respondents felt that there should be periodic post-tenure reviews; 74.9% felt that administrators and tenured colleagues together should evaluate tenured faculty; 81.1% felt that post-tenure evaluations would help a school or department to be more responsible; 87.4% indicated that if a faculty member received a poor post-tenure evaluation, the faculty member's position should be continued but one should receive departmental support for improvement; and evaluation of tenured faculty should be related to faculty development, 91.0%. On the basis of these findings this researcher concludes that higher education faculty and administrators in Alabama support and believe that post-tenure evaluation policies should exist. This conclusion supports the belief that tenured faculty members should be subjected to periodic evaluations, a belief that was expressed in the review of literature.

(4) Criteria have been identified through this study that could enable institutions to develop their own instrument for post-tenure evaluations. The respondents' rank-ordered preference for the researcher's criteria (see Table 10) and their twenty additional criteria (see Table 6) can serve as an instrument to evaluate tenured faculty.

(5) This study pointed out that 52.4% of the administrators felt tenured faculty would welcome periodic assessment of their overall performance. Only 34.0% of the faculty respondents concurred. And, it appeared that both tenured and nontenured

faculty would feel less secure in their positions than would administrators if post-tenure evaluations were to take place.

(6) Classroom teaching was the preferred criteria to include in any post-tenure evaluation policy. The respondents perhaps selected this criteria because it involves the major portion of a faculty member's time, excluding those in full-time research positions.

(7) Three evaluative criteria, classroom teaching, cooperation, and availability to students were strongly favored by category II institutions. No doubt, category II institutions preferred these criteria for several reasons. One reason might be that they are predominantly undergraduate oriented and they tend to be more teacher-student focused. Category II institutions offer the master's degree and most of the credit hours at this level are earned in teacher education which lends itself toward a preference for the criteria.

(8) The evaluative criteria, supervision of graduate study, research, and publication were strongly favored by category I institutions. Perhaps these criteria were preferred for the reason that category I institutions are oriented towards graduate and professional education, they tend to be more research oriented, and publication is a major component of category I facultys' responsibilities and expectations. "Publish or perish" is still expected in most category I institutions.

(9) Administrators and faculty indicated different levels of support for post-tenure evaluation criteria and they differed

Table 10

RESPONDENTS' RANK ORDERED PREFERENCE FOR THE RESEARCHER'S CRITERIA

(N=340)

| Rank | Criteria | Percent of Respondents |
|---|---|---|
| 1 | Classroom Teaching | 99.7 |
| 2 | Availability to Students | 98.3 |
| 3 | Research | 95.0 |
| 4 | Service on Department Committees | 94.4 |
| 5 | Service on Institution Committees | 92.3 |
| 6 | Academic Advising | 91.9 |
| 7 | Cooperation | 89.1 |
| 8 | Student Rating | 87.7 |
| 9 | General Service | 86.2 |
| 10 | Publication | 85.6 |
| 11 | Membership in Professional Organizations | 85.1 |
| 12 | Support of Department Policy | 84.9 |
| 13 | Supervision of Graduate Study | 84.8 |
| 14 | Service to Community | 78.9 |
| 15 | Personal Attributes | 76.8 |
| 16 | Elected Office in Organizations | 70.5 |
| 17 | Length of Service in Rank | 59.7 |

in their attitudes and opinions about post-tenure evaluations. While both administrators and faculty support post-tenure evaluations, the study revealed a much stronger support by administrators. Given the administrator-subordinate role expectation, these differences are not surprising since administrators tend to be more management oriented.

(10) Tenured and nontenured faculty differed in their attitudes and opinions toward post-tenure evaluation. The nontenured tended to favor those criteria that would give them more security while the tenured perhaps wanted to strengthen their positions. This situation could be expected and one could conclude that tenured faculty tend to avoid conditions that may threaten their security while ironically, nontenured faculty seek that same security.

(11) Among category I and category II institutions, the dean and department head usually evaluate tenured faculty. Although exceptions to this pattern were uncovered in this study, tradition perhaps maintained that others, especially students, were not "actively" involved in the evaluative process.

(12) There were no major differences in responses by departments. This may be due to the fact that over 84.0% of all respondents favored post-tenure evaluations practices. All sample institutions had tenure plans in effect and regardless of the total number of tenured faculty in a given department, overall responses were similar.

(13) Since the respondents favored all of the researcher's criteria that were extracted from the literature, this researcher concludes that post-tenure evaluation policies can have a major positive impact on a given institution. All faculty, tenured and nontenured, can have their performances assessed on an on-going basis and not just during "tenure decision time" for a probationary faculty. Administrators can use this support for post-tenure evaluations to develop clear, open and unambiguous evaluation policies for all faculty.

## Recommendations for Practice

(1) Researchers and experts in the literature have called for post-tenure evaluations and this study supports them. Therefore, public institutions of higher education in Alabama should begin to implement post-tenure review policies. The post-tenure review policies should be based on criteria uncovered by this investigation.

(2) Boards of trustees should give "support from the top" in order that administrators can begin to develop a post-tenure evaluation instrument that is as clear and unambiguous as possible.

(3) Both category I and category II Boards of Trustees and college presidents must give more than passing support or dealings toward post-tenure evaluations.

(4) Faculty, both tenured and nontenured, and students should have input into the development of a post-tenure evaluation instrument.

(5) Category I institutions, on account of their general characteristics and on the basis of this study, should include (among others) the following criteria in a post-tenure evaluative instrument:

Classroom teaching
Research
Support of department policy
Quality of publications
Service on department committees
Service on institution committees
Membership in professional organizations
Availability to students
Effective oral communication
Supervision of graduate study
Attitude toward colleagues
Commitment to democratic procedures
Avocational creative contributions
Specific individual objectives
Commitment to goals of university

(6) Category II institutions, on the basis of this study, should include (among others) the following criteria in a post-tenure evaluative instrument:

Classroom teaching
Support of department policy
Service to community
Service on institution committees
Membership in professional organizations
Availability to students
Student advisement
Supervision of undergraduate research
Commitment to democratic procedures
Avocational creative contributions
Participation in career education
Effective oral communication
Technical competency
Friendliness and approachability

(7) Post-tenure evaluative criteria should be emphasized when faculty are hired and, on an on-going basis, not just "at tenure decision times."

(8) Post-tenure evaluative instruments should emphasize positive features that will motivate faculty towards self improvement.

(9) Criteria can be used by those in decision-making positions to improve teaching, make salary and promotion decisions and to make special awards and recognitions to deserving faculty.

(10) Post-tenure evaluation models can be tried at departmental levels on a pilot basis for one or two years. Department heads and faculty representatives can develop an instrument for school or institution-wide use after the pilot period elapses.

(11) Schools or departments within an institution must not wait for the board of trustees or the president to initiate post-tenure reviews. They must take the offensive and develop an instrument that reflects specific school or department needs.

(12) Each institution should develop a post-tenure evaluative instrument in order that the state of Alabama can set the pace for the region or perhaps the country.

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# APPENDIX A

## DEPARTMENTAL DIFFERENCES IN PERCENTAGES OF STRONGLY AGREE RESPONSE BY ADMINISTRATORS TO STATEMENTS ABOUT ATTITUDES AND OPINIONS ABOUT POST-TENURE EVALUATIONS

| QUESTIONNAIRE STATEMENTS | Category I (Doctoral Universities) | | | | | | | | Category II (Masters' Universities) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Agm. & Suc. N=2 | Art N=3 | Chemistry N=3 | Elem. Ed. N=3 | FCD N=2 | Marketing N=3 | Mech. Eng. N=2 | Sociology N=4 | Agm. & Sup. N=0 | Art N=3 | Chemistry N=3 | Elem. Ed. N=4 | FCD N=1 | Marketing N=2 | Mech. Eng. N=0 | Sociology N=2 |
| 1. There should be periodic post-tenure reviews for tenured faculty to assess his or her level of performance. | 50.0 | 66.7 | 100.0 | 66.7 | 50.0 | 100.0 | 100.0 | 50.0 | 0.0 | 33.3 | 66.7 | 100.0 | 100.0 | 50.0 | 0.0 | 50.0 |
| 2. Only Administrators should evaluate tenured faculty. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 33.3 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 3. Only tenured colleagues should evaluate tenured faculty. | 0.0 | 33.3 | 33.3 | 0.0 | 0.0 | 33.3 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 50.0 |
| 4. Administrators and tenured colleagues together should evaluate tenured faculty. | 50.0 | 66.7 | 66.7 | 66.7 | 50.0 | 33.3 | 50.0 | 50.0 | 0.0 | 33.3 | 33.3 | 50.0 | 0.0 | 50.0 | 0.0 | 50.0 |
| 5. Post-tenure evaluations will help your school or department to be more responsible. | 0.0 | 33.3 | 100.0 | 66.7 | 50.0 | 100.0 | 0.0 | 50.0 | 0.0 | 66.7 | 66.7 | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 |
| 6. Tenured faculty will welcome periodic assessment of their overall performance. | 0.0 | 0.0 | 33.3 | 33.3 | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 66.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 7. A person who has received tenure will perform at a specified competency level until retirement. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 0 | 0.0 | 0.0 |
| 8. If a tenured professor received a poor evaluation, the professor's position should be continued but he or she should receive departmental support for improvement. | 50.0 | 66.7 | 33.3 | 66.7 | 100.0 | 66.7 | 50.0 | 25.0 | 0.0 | 33.3 | 33.3 | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 |
| 9. Evaluation of tenured faculty should be related to faculty development. | 50.0 | 50.0 | 100.0 | 100.0 | 100.0 | 66.7 | 50.0 | 75.0 | 0.0 | 33.3 | 33.3 | 50.0 | 100.0 | 50.0 | 0.0 | 0.0 |

# APPENDIX B

## DEPARTMENTAL DIFFERENCES IN PERCENTAGES OF HIGHLY DESIRABLE RESPONSE BY ADMINISTRATORS TO RESEARCHER'S CRITERIA (EXTRACTED FROM LITERATURE) TO EVALUATE TENURED FACULTY

| CRITERIA | Category I (Doctoral Universities) | | | | | | | | Category II (Masters' Universities) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N=2 Adm. & Suc. | N=3 Art | N=3 Chemistry | N=3 Elem. Ed. | N=2 FCD | N=3 Marketing | N=2 Mech.. Eng. | N=4 Sociology | N=0 Adm. & Suc. | N=3 Art | N=3 Chemistry | N=4 Elem. Ed. | N=1 FCD | N=2 Marketing | N=0 Mech.. Eng. | N=2 Sociology |
| 1. Classroom Teaching | 50.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 75.0 | 0.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 0.0 | 100.0 |
| 2. Support of Department Policy | 0.0 | 33.3 | 33.3 | 33.3 | 100.0 | 33.3 | 100.0 | 75.0 | 0.0 | 33.3 | 66.7 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 3. Supervision of Graduate Study | 100.0 | 0.0 | 66.7 | 100.0 | 50.0 | 0.0 | 100.0 | 0.0 | 0.0 | 33.3 | 33.3 | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 |
| 4. Research | 0.0 | 0.0 | 66.7 | 100.0 | 50.0 | 0.0 | 100.0 | 0.0 | 0.0 | 33.3 | 66.7 | 75.0 | 100.0 | 100.0 | 0.0 | 50.0 |
| 5. Publication | 0.0 | 33.3 | 100.0 | 66.7 | 50.0 | 100.0 | 100.0 | 50.0 | 0.0 | 33.3 | 33.3 | 50.0 | 0.0 | 100.0 | 0.0 | 50.0 |
| 6. Service to Community | 0.0 | 0.0 | 33.3 | 66.7 | 50.0 | 0.0 | 0.0 | 25.0 | 0.0 | 0.0 | 33.3 | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 |
| 7. Service on Department Committees | 100.0 | 66.7 | 0.0 | 66.7 | 50.0 | 0.0 | 50.0 | 25.0 | 0.0 | 33.3 | 66.7 | 50.0 | 0.0 | 0.0 | 0.0 | 50.0 |
| 8. Service on Institution Committees | 100.0 | 0.0 | 0.0 | 33.3 | 50.0 | 33.3 | 50.0 | 0.0 | 0.0 | 33.3 | 66.7 | 50.0 | 0.0 | 0.0 | 0.0 | 50.0 |
| 9. Cooperation | 50.0 | 33.3 | 33.3 | 33.3 | 100.0 | 33.3 | 0.0 | 75.0 | 0.0 | 33.3 | 0.0 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 10. General Service | 0.0 | 0.0 | 66.7 | 33.3 | 50.0 | 33.3 | 0.0 | 25.0 | 0.0 | 33.3 | 0.0 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 11. Membership in Professional Organizations | 0.0 | 0.0 | 0.0 | 66.7 | 50.0 | 33.3 | 0.0 | 0.0 | 0.0 | 100.0 | 33.3 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 12. Elected Office in Organizations | 0.0 | 0.0 | 33.3 | 33.3 | 50.0 | 33.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 13. Availability to Students | 100.0 | 66.7 | 100.0 | 100.0 | 100.0 | 66.7 | 100.0 | 75.0 | 0.0 | 66.7 | 100.0 | 50.0 | 0.0 | 0.0 | 0.0 | 50.0 |
| 14. Student Rating | 50.0 | 0.0 | 33.3 | 0.0 | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 | 50.0 | 100.0 | 50.0 | 0.0 | 0.0 |
| 15. Academic Advising | 50.0 | 33.3 | 33.3 | 33.3 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 | 33.3 | 0.0 | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 |
| 16. Length of Service in Rank | 50.0 | 0.0 | 0.0 | 0.0 | 50.0 | 0.0 | 0.0 | 25.0 | 0.0 | 0.0 | 33.0 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 17. Personal Attributes | 0.0 | 0.0 | 0.0 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 | 66.7 | 0.0 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 |

# APPENDIX C

## DEPARTMENTAL DIFFERENCES IN PERCENTAGES OF STRONGLY AGREE RESPONSE BY FACULTY TO STATEMENTS ABOUT ATTITUDES AND OPINIONS ABOUT POST-TENURE EVALUATIONS

| QUESTIONNAIRE STATEMENTS | Category I (Doctoral Universities) | | | | | | | | Category II (Masters' Universities) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Adm. & Sup. N=21 | Art N=12 | Chemistry N=33 | Elem. Ed. N=28 | FCD N=8 | Marketing N=19 | Mech. Eng. N=32 | Sociology N=17 | Adm. & Sup. N=12 | Art N=22 | Chemistry N=12 | Elem. Ed. N=17 | FCD N=1 | Marketing N=5 | Mech. Eng. N=1 | Sociology N=9 |
| 1. There should be periodic post-tenure reviews for tenured faculty to assess his or her level of performance. | 71.4 | 50.0 | 40.0 | 50.0 | 37.5 | 47.4 | 56.3 | 37.5 | 66.7 | 35.0 | 25.0 | 64.7 | 0.0 | 60.0 | 100.0 | 22.2 |
| 2. Only Administrators should evaluate tenured faculty. | 9.5 | 0.0 | 0.0 | 3.8 | 0.0 | 0.0 | 9.4 | 5.9 | 16.7 | 13.6 | 9.1 | 5.9 | 0.0 | 0.0 | 0.0 | 0.0 |
| 3. Only tenured colleagues should evaluate tenured faculty. | 4.8 | 16.7 | 31.4 | 23.1 | 0.0 | 10.5 | 19.4 | 17.6 | 25.0 | 28.6 | 0.0 | 18.8 | 100.0 | 20.0 | 0.0 | 22.2 |
| 4. Administrators and tenured colleagues together should evaluate tenured faculty. | 42.9 | 25.0 | 25.7 | 26.9 | 28.6 | 42.1 | 45.2 | 23.5 | 50.0 | 19.0 | 40.0 | 47.1 | 0.0 | 40.0 | 100.0 | 22.2 |
| 5. Post-tenure evaluations will help your school or department to be more responsible. | 28.6 | 50.0 | 30.3 | 38.5 | 57.1 | 36.8 | 58.4 | 25.0 | 25.0 | 36.4 | 25.0 | 47.1 | 0.0 | 20.0 | 100.0 | 22.2 |
| 6. Tenured faculty will welcome periodic assessment of their overall performance. | 0.0 | 16.7 | 3.0 | 8.3 | 0.0 | 10.5 | 6.9 | 5.9 | 0.0 | 4.5 | 9.1 | 11.8 | 0.0 | 0.0 | 0.0 | 22.2 |
| 7. A person who has received tenure will perform at a specified competency level until retirement. | 0.0 | 10.0 | 3.2 | 8.0 | 0.0 | 5.3 | 23.3 | 0.0 | 20.0 | 14.3 | 41.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 8. If a tenured professor received a poor evaluation, the professor's position should be continued but he or she should receive departmental support for improvement. | 52.6 | 33.3 | 36.4 | 56.5 | 37.5 | 36.8 | 32.3 | 33.3 | 33.3 | 54.5 | 54.5 | 64.7 | 0.0 | 40.0 | 100.0 | 11.1 |
| 9. Evaluation of tenured faculty should be related to faculty development. | 65.0 | 66.7 | 48.4 | 68.0 | 37.5 | 68.4 | 48.4 | 40.0 | 75.0 | 52.4 | 27.3 | 70.6 | 0.0 | 60.0 | 100.0 | 25.0 |

# APPENDIX D

## DEPARTMENTAL DIFFERENCES IN PERCENTAGES OF HIGHLY DESIRABLE RESPONSE BY FACULTY TO RESEARCHER'S CRITERIA (EXTRACTED FROM LITERATURE) TO EVALUATE TENURED FACULTY

| CRITERIA | Category I (Doctoral Universities) | | | | | | | | Category II (Masters' Universities) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Adm. & Sup. N=27 | Art N=12 | Chemistry N=35 | Elem. Ed. N=27 | FCD N=8 | Marketing N=19 | Mech. Eng. N=32 | Sociology N=17 | Adm. & Sup. N=12 | Art N=22 | Chemistry N=12 | Elem. Ed. N=17 | FCD N=1 | Marketing N=5 | Mech. Eng. N=1 | Sociology N=9 |
| 1. Classroom Teaching | 100.0 | 75.0 | 82.9 | 100.0 | 87.5 | 63.2 | 93.8 | 75.0 | 91.7 | 95.5 | 83.3 | 88.2 | 100.0 | 100.0 | 100.0 | 100.0 |
| 2. Support of Department Policy | 28.6 | 9.1 | 5.9 | 16.0 | 12.5 | 11.1 | 19.4 | 11.8 | 25.0 | 33.3 | 50.0 | 35.3 | 0.0 | 0.0 | 100.0 | 55.6 |
| 3. Supervision of Graduate Study | 81.0 | 24.0 | 65.7 | 72.0 | 75.0 | 52.6 | 67.7 | 43.8 | 41.7 | 23.8 | 16.7 | 29.4 | 0.0 | 40.0 | 100.0 | 11.1 |
| 4. Research | 52.4 | 66.7 | 74.3 | 34.6 | 37.5 | 78.9 | 75.0 | 62.5 | 25.8 | 59.1 | 0.0 | 17.6 | 100.0 | 40.0 | 100.0 | 33.3 |
| 5. Publication | 38.1 | 33.3 | 57.1 | 44.4 | 37.5 | 63.2 | 61.3 | 58.8 | 16.7 | 38.1 | 0.0 | 23.5 | 0.0 | 0.0 | 100.0 | 33.3 |
| 6. Service to Community | 70.0 | 8.3 | 5.9 | 38.5 | 25.0 | 22.2 | 16.1 | 29.4 | 25.0 | 13.6 | 25.0 | 23.5 | 0.0 | 60.0 | 0.0 | 44.4 |
| 7. Service on Department Committees | 28.6 | 25.0 | 14.3 | 26.6 | 50.0 | 10.5 | 32.3 | 23.5 | 8.3 | 27.3 | 33.3 | 41.2 | 0.0 | 40.0 | 0.0 | 44.4 |
| 8. Service on Institution Committees | 23.8 | 9.1 | 14.3 | 24.0 | 50.0 | 5.3 | 32.3 | 23.5 | 8.3 | 22.7 | 33.0 | 29.4 | 0.0 | 40.0 | 0.0 | 44.4 |
| 9. Cooperation | 47.6 | 33.3 | 26.5 | 61.5 | 50.0 | 31.3 | 41.9 | 23.5 | 41.7 | 40.9 | 66.7 | 58.8 | 0.0 | 50.0 | 100.0 | 75.0 |
| 10. General Service | 38.9 | 27.3 | 20.0 | 45.8 | 50.0 | 11.1 | 30.0 | 18.8 | 27.3 | 27.3 | 36.4 | 43.8 | 0.0 | 50.0 | 0.0 | 37.5 |
| 11. Membership in Professional Organizations | 23.8 | 25.0 | 20.0 | 42.3 | 25.0 | 36.8 | 38.7 | 35.3 | 8.3 | 9.1 | 8.3 | 29.4 | 0.0 | 60.0 | 100.0 | 22.2 |
| 12. Elected Office in Organizations | 9.5 | 16.7 | 11.8 | 34.6 | 37.5 | 15.8 | 12.9 | 23.5 | 16.7 | 4.5 | 8.3 | 5.9 | 0.0 | 0.0 | 0.0 | 11.1 |
| 13. Availability to Students | 81.0 | 58.3 | 48.6 | 85.2 | 37.5 | 38.9 | 64.5 | 41.2 | 75.0 | 77.3 | 75.0 | 70.6 | 0.0 | 40.0 | 100.0 | 77.8 |
| 14. Student Rating | 61.9 | 25.0 | 11.4 | 44.0 | 12.5 | 26.3 | 35.5 | 25.0 | 41.7 | 22.7 | 33.3 | 47.1 | 0.0 | 0.0 | 100.0 | 22.2 |
| 15. Academic Advising | 66.7 | 25.0 | 17.6 | 53.8 | 25.0 | 11.1 | 41.9 | 23.5 | 66.7 | 33.3 | 33.3 | 52.9 | 0.0 | 20.0 | 100.0 | 55.6 |
| 16. Length of Service in Rank | 9.5 | 0.0 | 2.9 | 32.0 | 0.0 | 5.6 | 20.0 | 23.5 | 33.3 | 23.8 | 16.7 | 17.6 | 0.0 | 0.0 | 0.0 | 22.2 |
| 17. Personal Attributes | 36.8 | 16.7 | 17.6 | 52.0 | 0.0 | 11.1 | 34.4 | 29.4 | 25.0 | 40.9 | 33.3 | 41.2 | 0.0 | 25.0 | 0.0 | 33.3 |